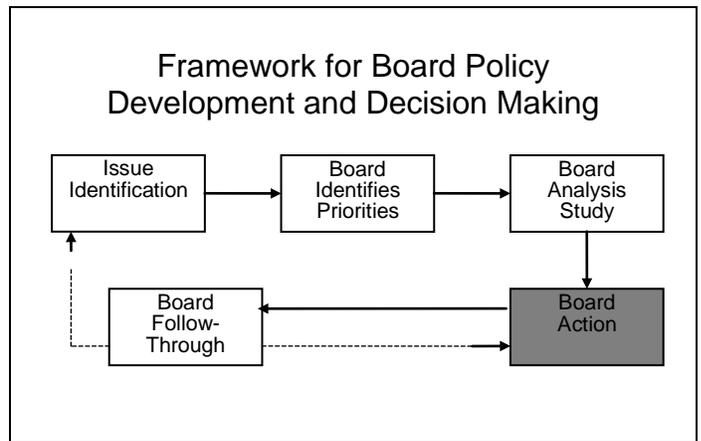


# Iowa State Board of Education

## Executive Summary

May 9, 2013



### Agenda Item:

Policy Options/Setting Direction for “Improving Teacher and Leader Preparation”

### Iowa Goal:

All PK-12 students will achieve at a high level.

### State Board Role/ Authority

Iowa Code section 256.7(3): Duties of state board. Prescribe standards and procedures for the approval of practitioner preparation programs and professional development programs offered in this state by practitioner preparation institutions located within or outside this state and by area education agencies.

Iowa Administrative Code 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards.

### Presenter:

Dr. Lawrence R. Bice, Administrative Consultant  
Bureau of Educator Quality

### Attachments:

1

### Recommendation:

It is recommended that the State Board review the three proposals for improving teacher and leader preparation and choose one as a plan for moving forward. **Further, it is recommended that the State Board choose proposal one.**

### Background:

The State Board directed the Iowa Department of Education (Department) to provide information on practitioner preparation in Iowa. The board also directed the Department to provide recommended actions to improve practitioner preparation in Iowa.

## **Iowa State Board of Education Three Proposals for Moving Forward in Educator Preparation**

On the following pages are three separate proposals for changes to practitioner preparation accreditation in Iowa. The Iowa Department of Education recommends proposal one.

The Board is requested to consider all proposals and adopt one with any modifications necessary.

Proposal One (**The Iowa DE recommends the Board selects this proposal**): Maintain the Iowa accreditation program with specific modifications.

- State control, state standards
- Least cost
- Must resolve issues for programs choosing CAEP

Proposal Two: Adopt a partnership for accreditation between the Iowa State Board of Education and CAEP.

- National standards, can add State standards
- State can have limited process control, increased cost but lower than proposal three.

Proposal Three: Adopt CAEP accreditation standards and process state wide.

- National Standards
- State has no control
- Expensive

Two documents are also included in this packet after the proposals:

1. A description of the alignment of CAEP draft standards and IAC 281 Ch. 79 standards with IBoE priorities.
2. A response to CAEP draft standards published by the president of AACTE. This document is included as it illustrates concerns commonly expressed by a number of organizations to the CAEP draft standards.

### **NOTE ABOUT ANNUAL REPORTING:**

At the 28 March BoE meeting, one option presented was annual reporting (option E in Keep Iowa Program). The option was to develop a data driven reporting process to inform Preparation Programs using P-12 student data tied to particular program graduates. This option was not discussed in the CAEP process, as it is built in. This option is not discussed in the following proposals, since the USDoE will make it mandatory under the repurposing of the Higher Education Act later this year. The reporting system must be in place by the 2014-2015 academic year. This information was provided by Brad Jupp (USDoE) during the April, 2013 State Consortium on Educator Effectiveness meeting of the Council of Chief State School Officers (CCSSO).

## **Proposal One: Maintain the Iowa accreditation program with specific modifications.**

### Action:

1. IDoE staff will initiate a panel to oversee the updating to the current standards and process. The panel will include current members of the State Panel, with additional members from the BOEE, IACTE and other groups as determined necessary by the panel.
2. The oversight panel will determine plans and procedures to research and draft changes to IAC 281 Ch. 79 and the accreditation process.
3. The oversight panel will assure changes are drafted in a timely manner.
4. The oversight panel will direct research and recommend plans to consider standards and process for IHE's choosing national accreditation. A partnership between CAEP and Iowa may be developed for accreditation of IHE's choosing national accreditation.
5. Drafts of changes will be vetted and approved by the Iowa State Board of Education.
6. Official changes to IAC 281 Ch. 79 will be initiated by the IDoE.
7. A transition plan will be developed by the oversight panel, vetted by the BoE.

### Quality:

- The current IAC 281 Ch. 79 standards are aligned well with current NCATE standards. The current process is rigorous, also aligned with NCATE's process.
- There are a large number of intelligent, experienced and hard working researchers and practitioners in Iowa who are more than capable of updating the standards and process.
- Using an Iowa system of standards and process allows Iowa to maintain control of the accreditation process.

The CCSSO report: *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*, calls for, "States will hold preparation programs accountable..." and "States will adopt and implement rigorous program approval standards..."

The onus is put on the State, and maintaining control of an Iowa system puts the control of the work cited by CCSSO in the hands of the State Board of Education, rather than a national entity.

Dr David Whaley, formerly Associate Dean for Teacher Education in the College of Human Sciences at Iowa State University, wrote in a 2011 paper of the strengths of the Iowa accreditation system. He wrote, "...it is not uncommon to find 15-20 people in the room discussing the Institutional Report..." of a particular program. He concluded, "Since Iowa's standards for teacher education mirror the national standards and since the Iowa review process is so rigorous, our public and stakeholders can rest more easily knowing that the sentries of quality teacher education programs are watching carefully."

### Cost:

- The direct cost to IHE's will not change even with modifications to the standards. Cost per IHE is shown on the next page. Cost breakdown:

Annual fees: None

Cost for Site visit:

\$2600 (four team members, three nights, \$650 per) to \$6500 (ten team members, three nights, \$650 per).

Collaboration:

- Updating standards would require a collaborative effort from a number of entities, primarily using faculty from Iowa IHE's, along with staff from IDoE, BOEE and other stakeholders. The current state panel, consisting of two IDoE staff, the teacher of the year and nine IHE faculty, with added members, would comprise an oversight panel to assure the work of updating standards is completed properly.
- The Iowa system is an Iowa-wide peer review model, in which Iowa IHE faculty, with experience and training, do the work of the accreditation process. It allows IHE faculty the opportunity to learn from each other and help each other in a continuous improvement process.

Differences compared to current system:

- Only the updating of standards, and possible improvements to the process.

Direct Cost:

Program	dues per year	dues for seven years	cost for visit	Total for 7 yr cycle
Ashford University	0	0	\$3,250	\$3,250
Briar Cliff University	0	0	3,250	3,250
Buena Vista University	0	0	4,550	4,550
Central College	0	0	3,250	3,250
Clarke University	0	0	3,250	3,250
Coe College	0	0	3,250	3,250
Cornell College	0	0	3,250	3,250
Dordt College	0	0	3,900	3,900
Drake University	0	0	5,200	5,200
Emmaus Bible College	0	0	3,250	3,250
Faith Baptist Bible College	0	0	3,250	3,250
Graceland University	0	0	3,250	3,250
Grand View University	0	0	3,250	3,250
Grinnell College	0	0	3,250	3,250
Iowa State University	0	0	5,850	5,850
Iowa Wesleyan College	0	0	3,250	3,250
Kaplan University	0	0	3,250	3,250
Loras College	0	0	3,900	3,900
Luther College	0	0	3,250	3,250
Maharishi U of Mgmt	0	0	2,600	2,600

Program	dues per year	dues for seven years	cost for visit	Total for 7 yr cycle
Morningside College	0	0	3,900	3,900
Mt. Mercy College	0	0	3,250	3,250
Northwestern College	0	0	3,250	3,250
Simpson College	0	0	3,250	3,250
St. Ambrose University	0	0	3,900	3,900
University of Dubuque	0	0	3,250	3,250
University of Iowa	0	0	5,850	5,850
University of Northern Iowa	0	0	5,850	5,850
Upper Iowa University	0	0	3,900	3,900
Waldorf College	0	0	3,250	3,250
Wartburg College	0	0	3,250	3,250
William Penn University	0	0	3,250	3,250
<b>Total</b>	<b>0</b>	<b>0*</b>	<b>\$117,650**</b>	<b>\$117,650</b>

\* Money sent to CAEP

\*\* Money spent in Iowa

## **Proposal Two: Adopt a partnership for accreditation between the Iowa State Board of Education and CAEP.**

### Action:

1. IDoE staff will initiate a panel to oversee the move to a CAEP partnership. The panel will include current members of the State Panel, with additional members from BOEE, IACTE and other groups as determined necessary by the panel.
2. The oversight panel, in conjunction with CAEP staff, will develop partnership agreement strategies for an Iowa CAEP partnership process, including a scope and sequence of the transition to CAEP.
3. The oversight panel will direct changes to IAC 281 Ch. 79 and IAC 281 Ch.77 (internship programs) as needed.
4. The oversight panel will work with administration of every IHE to determine the best partnership option for each IHE.
5. The oversight panel will develop a multiple year transition plan.
6. Drafts of plans will be vetted and approved by the Iowa State Board of Education.
7. Official changes to IAC 281 Ch. 79 (if needed) will be initiated by the IDoE.
8. IDoE Directors' office will work to address funding to defray or fund the cost per IHE for CAEP accreditation.

### Quality:

- Depends on the partnership option. In one option, IBoE can maintain accreditation approval using CAEP standards and process. Other options require approval reside out of state.
- CAEP standards are used, Iowa can add to them, but not delete.
- Depending on partnership option, the visit process can be completed by Iowa, using CAEP guidelines and training.

### CAEP Standards:

National standards will provide portability for program graduates. State licensing agencies will be able to more easily develop reciprocal licensing agreements based on national preparation program standards and accreditation process. The CAEP standards are currently in draft form.

In the CAEP Draft Standards Executive Summary, CAEP cites, "...four especially critical points of leverage to transform educator preparation...":

- Build partnerships and strong clinical experiences—Educator preparation providers and collaborating schools and school districts bring complementary experiences that, joined together, promise far stronger preparation programs.
- Raise and assure candidate quality—From recruitment and admission, through preparation, and at exit, educator preparation providers must take responsibility to build an educator workforce that is more able, and also more representative of America's diverse population. (See standard 3, including minimum admissions criteria and a group average performance on nationally normed admissions assessments in the top third of national pools.)

- Include all providers—Accreditation must encourage innovations in preparation by welcoming all of the varied providers that seek accreditation and meet challenging levels of performance.
- And surmounting all others, insist that preparation be judged by outcomes and impact on P-12 student learning—Results matter; “effort” is not enough.

CAEP invited input to the standards at a national level. This input window recently closed. CAEP is now working through the input to consider changes to the draft standards. Final standards are to be released by the end of this year. AACTE published a four page feedback letter (attached at end of this packet) to CAEP with a number of specific recommendations and concerns. AACTE cautioned CAEP to be mindful of holding preparation programs accountable for accreditation elements outside of the IHE’s control. AACTE also cautioned CAEP to consider a balance between inputs and outputs.

CAEP has drafted five standards:

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

Standard 3: CANDIDATE QUALITY, RECRUITMENT AND SELECTIVITY

Standard 4: PROGRAM IMPACT

Standard 5: PROVIDER QUALITY, CONTINUOUS IMPROVEMENT, AND CAPACITY

In addition to standards, CAEP drafted recommendations on Annual Reporting:

*CAEP will gather the following data and monitor them annually from all providers:*

On program impact:

1. Impact on P-12 learning
2. Indicators of teaching effectiveness
3. Employer surveys, candidate retention and employment milestones
4. Results of completer surveys

On program outcomes:

5. Graduation rates
6. Ability of completers to meet licensing (certification) and any additional state requirements
7. Ability of completers to be hired in education positions for which they have prepared
8. Student loan default rates

Cost:

See chart below.

Collaboration:

- Depending on partnership; Iowa IHE faculty can serve on CAEP teams across US, with visit team members brought in from other states, OR Iowa can operate the site visit process, using CAEP process and team member training.

Differences compared to current system:

- Cost
- Visit team members from out of state under one partnership option
- Visit team members from Iowa under other partnership option
- Control of standards and process is at CAEP

Direct Cost (using partnership option with lowest cost to IHE's):

<b>Program</b>	<b>dues per year</b>	<b>dues for seven years</b>	<b>cost for visit</b>	<b>Total for 7 yr cycle</b>
Ashford University	\$2,250	\$15,750	\$3,250	\$19,000
Briar Cliff University	2,250	15,750	3,250	19,000
Buena Vista University	2,500	17,500	4,550	22,050
Central College	2,250	15,750	3,250	19,000
Clarke University	2,250	15,750	3,250	19,000
Coe College	2,250	15,750	3,250	19,000
Cornell College	2,250	15,750	3,250	19,000
Dordt College	2,500	17,500	3,900	21,400
Drake University	2,500	17,500	5,200	22,700
Emmaus Bible College	2,250	15,750	3,250	19,000
Faith Baptist Bible College	2,250	15,750	3,250	19,000
Graceland University	2,850	19,950	3,250	23,200
Grand View University	2,250	15,750	3,250	19,000
Grinnell College	2,250	15,750	3,250	19,000
Iowa State University	2,850	19,950	5,850	25,800
Iowa Wesleyan College	2,250	15,750	3,250	19,000
Kaplan University	2,250	15,750	3,250	19,000
Loras College	2,500	17,500	3,900	21,400
Luther College	2,500	17,500	3,250	20,750
Maharishi U of Mgmt	2,250	15,750	2,600	18,350
Morningside College	2,500	17,500	3,900	21,400
Mt. Mercy College	2,250	15,750	3,250	19,000
Northwestern College	2,500	17,500	3,250	20,750
Simpson College	2,500	17,500	3,250	20,750
St. Ambrose University	2,500	17,500	3,900	21,400

<b>Program</b>	<b>dues per year</b>	<b>dues for seven years</b>	<b>cost for visit</b>	<b>Total for 7 yr cycle</b>
University of Dubuque	2,250	15,750	3,250	19,000
University of Iowa	2,850	19,950	5,850	25,800
University of Northern Iowa	3,300	23,100	5,850	28,950
Upper Iowa University	2,500	17,500	3,900	21,400
Waldorf College	2,250	15,750	3,250	19,000
Wartburg College	2,500	17,500	3,250	20,750
William Penn University	2,500	17,500	3,250	20,750
<b>Total</b>	<b>\$77,850</b>	<b>\$544,950*</b>	<b>\$117,650**</b>	<b>\$662,600</b>

\* Money sent to CAEP

\*\* Money spent in Iowa

### **Proposal Three: Adopt CAEP accreditation standards and process state wide.**

CAEP is the organization resulting from a merger of NCATE and TEAC. This proposal will require all Practitioner Preparation programs to obtain accreditation through CAEP.

#### Action:

1. IDoE staff will initiate a panel to oversee the move to CAEP. The panel will include current members of the State Panel, with additional members from BOEE, IACTE and other groups as determined necessary by the panel.
2. The oversight panel, in conjunction with CAEP staff, will develop a scope and sequence of the transition to CAEP.
3. The oversight panel will develop a multiple year transition plan.
4. Drafts of plans will be vetted and approved by the Iowa Board of Education.
5. IDoE Directors' office will work to address funding to defray or fund the cost per IHE for CAEP accreditation.

#### Quality:

National standards will provide portability for program graduates. State licensing agencies will be able to more easily develop reciprocal licensing agreements based on national preparation program standards and accreditation process. The CAEP standards are currently in draft form.

In the CAEP Draft Standards Executive Summary, CAEP cites, "...four especially critical points of leverage to transform educator preparation...":

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- Include all providers—Accreditation must encourage innovations in preparation by welcoming all of the varied providers that seek accreditation and meet challenging levels of performance.
- And surmounting all others, insist that preparation be judged by outcomes and impact on P-12 student learning—Results matter; "effort" is not enough.

CAEP invited input to the standards at a national level. This input window recently closed. CAEP is now working through the input to apply comments to the draft standards. Final standards are to be released by the end of this year. AACTE published a four page feedback letter (attached at the end of this packet) to CAEP with a number of specific recommendations and concerns. AACTE cautioned CAEP to be mindful of holding preparation programs accountable for accreditation elements outside of the IHE's control. AACTE also cautioned CAEP to consider a balance between inputs and outputs.

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Standard 3: CANDIDATE QUALITY, RECRUITMENT AND SELECTIVITY

Standard 4: PROGRAM IMPACT

Standard 5: PROVIDER QUALITY, CONTINUOUS IMPROVEMENT, AND CAPACITY

In addition to standards, CAEP drafted recommendations on Annual Reporting:

*CAEP will gather the following data and monitor them annually from all providers:*

On program impact:

1. Impact on P-12 learning
2. Indicators of teaching effectiveness
3. Employer surveys, candidate retention and employment milestones
4. Results of completer surveys

On program outcomes:

5. Graduation rates
6. Ability of completers to meet licensing (certification) and any additional state requirements
7. Ability of completers to be hired in education positions for which they have prepared
8. Student loan default rates

Cost:

- The chart below shows approximate cost for each IHE. These numbers are amounts paid directly to CAEP. Costs for faculty work to prepare for extensive SPA reporting are not included.
- Additional direct CAEP costs will include the cost to train site team members.
- There may be a fee for each IHE directly to CAEP for the visit process in addition to those outlined in this chart.

Collaboration:

- Under a CAEP system, the IDoE Practitioner Preparation staff member will work with CAEP to represent the interests of the Iowa State Board of Education and Iowa DE.
- The State Board of Education may still ratify accreditation approval for programs, but accreditation decisions will be made by the CAEP Board.
- Accreditation work will be completed by CAEP team members from educational institutions across the US. Iowa IHE faculty will be able to serve on site visit teams, but it is highly unlikely they would serve on teams visiting Iowa institutions.

Differences compared to current system:

- Cost
- Standards are developed by a national organization. No person from Iowa was a member of the commission that developed and is finalizing the standards.
- The accreditation process is developed and managed by a national organization.
- Control of the accreditation standards and process moves from Iowa to CAEP (Washington, DC).

- Iowa will have no flexibility in standards, process or reporting.
- IAC 281 Ch. 79 standards will be no longer required.
- Rules for Iowa internship programs (chapter 77) will need to be addressed.
- Rules for preparation of superintendents, counselors and other school specialists will need to be addressed (these are not specifically addressed by CAEP.)

The CAEP draft standards are organized in a way that is much different than the current NCATE national standards. The Iowa IAC 281 Ch. 79 standards are aligned closely with the NCATE standards.

Direct Cost:

<b>Program</b>	<b>dues per year</b>	<b>dues for seven years</b>	<b>cost for visit</b>	<b>Total for 7 yr cycle</b>
Ashford University	\$2,250	\$15,750	\$11,800	\$27,550
Briar Cliff University	2,250	15,750	11,800	27,550
Buena Vista University	2,500	17,500	17,700	35,200
Central College	2,250	15,750	11,800	27,550
Clarke University	2,250	15,750	11,800	27,550
Coe College	2,250	15,750	11,800	27,550
Cornell College	2,250	15,750	11,800	27,550
Dordt College	2,500	17,500	17,700	35,200
Drake University	2,500	17,500	20,650	38,150
Emmaus Bible College	2,250	15,750	11,800	27,550
Faith Baptist Bible College	2,250	15,750	11,800	27,550
Graceland University	2,850	19,950	14,750	34,700
Grand View University	2,250	15,750	11,800	27,550
Grinnell College	2,250	15,750	8,850	24,600
Iowa State University	2,850	19,950	23,600	43,550
Iowa Wesleyan College	2,250	15,750	11,800	27,550
Kaplan University	2,250	15,750	8,850	24,600
Loras College	2,500	17,500	14,750	32,250
Luther College	2,500	17,500	11,800	29,300
Maharishi U of Mgmt	2,250	15,750	8,850	24,600
Morningside College	2,500	17,500	14,750	32,250
Mt. Mercy College	2,250	15,750	11,800	27,550
Northwestern College	2,500	17,500	11,800	29,300
Simpson College	2,500	17,500	14,750	32,250

<b>Program</b>	<b>dues per year</b>	<b>dues for seven years</b>	<b>cost for visit</b>	<b>Total for 7 yr cycle</b>
St. Ambrose University	2,500	17,500	14,750	32,250
University of Dubuque	2,250	15,750	11,800	27,550
University of Iowa	2,850	19,950	23,600	43,550
University of Northern Iowa	3,300	23,100	23,600	46,700
Upper Iowa University	2,500	17,500	14,740	32,240
Waldorf College	2,250	15,750	8,850	24,600
Wartburg College	2,500	17,500	11,800	29,300
William Penn University	2,500	17,500	11,800	29,300
<b>Total</b>	<b>\$77,850</b>	<b>\$544,950*</b>	<b>\$439,540*</b>	<b>\$984,490</b>

\* Money sent to CAEP

\*\* Money spent in Iowa

## Selected Sources of Information:

AACTE, CCSSO, NCATE (2013). Data Quality Campaign. Leveraging State Longitudinal Data Systems to Inform Teacher Preparation and Continuous Improvement. A Data Sharing Template to prompt Discussion and Strategic Planning.

AACTE (2013). The Changing Teacher Preparing Profession: A Report from AACTE's Professional Education Data System.

American Federation of Teachers, Teacher Preparation Task Force. (2012). Raising the Bar: Aligning and Elevating Teacher Preparation and the Teaching Profession.

Council for the Accreditation of Educator Preparation. (2013). Draft Recommendations for the CAEP Board.

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Darling-Hammond, L., Bransford, J. (Eds). (2007). Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do. National Academy of Education., Jossey-Bass.

Koedel, C., Parsons, E., Podgursky, M., Ehlert, M. (2012). Teacher Preparation Programs and Teacher Quality: Are There Real Differences Across Programs.? CALDER Working Paper No. 79. National Center for Analysis of Longitudinal Data in Education Research.

National Council for the Accreditation of Teacher Education, (2008). NCATE Unit Standards.

Robinson, S. (2013, 29 Mar). AACTE letter to CAEP, Re: Comments on CAP Draft Standards.

Tucker, Marc, (2013). Teacher Quality: Three Views of How to Get It. Education Week.

Whaley, D. (2011). Accreditation of Teacher Education in Iowa: National vs. State Accreditation. Iowa State University College of Human Sciences blog.

Alignment of IAC 281 Ch. 79 standards and CAEP draft standards with Board Priorities

<b>Board Priority: Competency Based Education (CBE):</b>	
IAC 281 Ch. 79	CAEP Draft Standards
Not specifically addressed by name in either set of standards, but CBE is addressed by context in a number of standards in both sets:	
79.15 Teacher preparation candidate knowledge, skills and dispositions standard.	Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE:
<b>79.15(7)</b> <i>a. Content/subject matter specialization.</i> The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and creates learning experiences that make these aspects of the subject matter meaningful for students. <i>d. Instructional planning.</i> The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models. <i>e. Instructional strategies.</i> The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills. <i>f. Learning environment/classroom management.</i> The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors. <i>g. Communication.</i> The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom. <i>h. Assessment.</i> The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction. <i>i. Methods of teaching.</i> Methods of teaching have an emphasis on the subject and grade level endorsement desired.	<p>1.2 Candidates create and implement learning experiences that motivate P-12 students, establish a positive learning environment, and support P-12 students’ understanding of the central concepts and principles in the content discipline. Candidates support learners’ development of deep understanding within and across content areas, building skills to access and apply what students have learned.</p> <p>1.3 Candidates design, adapt, and select a variety of valid and reliable assessments (e.g., formative and summative measures or indicators of growth and proficiency) and employ analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own, progress and growth.</p> <p>1.7 Candidates work with P-12 students and families to create classroom cultures that support individual and collaborative learning and encourage positive social interaction, engagement in learning, and independence.</p> <p>From rationale for Standard 1:                      The development of pedagogical content knowledge involves a shift in a teacher’s understanding <i>from</i> comprehension of subject matter for themselves, <i>to</i> advancing their students’ learning through presentation of subject matter in a variety of ways that are appropriate to different situations—reorganizing and partitioning it, and developing activities, metaphors, exercises, examples and demonstrations—so that it can be grasped by students.</p> <p>From evidence regarding standard 1:                      g. Evidence that the provider promotes candidates’ assessment proficiencies (1) in course work focused on assessment, (2) by embedding assessment topics in content and methods courses, (3) by providing candidates with real-world opportunities to apply what they have learned, and (4) in the assessments it employs in all aspects of preparation.</p>

**Board Priority: Online Learning and Other Technological Advances:**

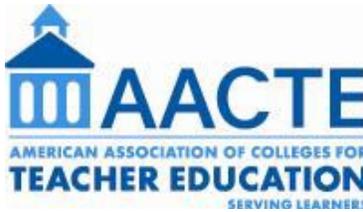
IAC 281 Ch. 79	CAEP Draft Standards
<p>79.2 Definitions:  <i>“Delivery model”</i> means the form in which the educator preparation program is delivered to candidates and may include conventional campus-based, face-to-face models, distance learning models, off-campus models, programs delivered through consortia arrangements, and programs or elements delivered by contracted outside providers.  <i>“Distance learning”</i> means a formal education process in which the major portion of the instruction occurs when the learner and the instructor are not in the same place at the same time and occurs through virtually any media including printed materials, videotapes, audio recordings, facsimiles, telephone communications, the ICN, Internet communications through E-mail, and Web-based delivery systems.  <i>“Distance learning program”</i> means a program in which over half of the required courses in the program occur when the learner and the instructor are not in the same place at the same time (see definition of distance learning). These programs include those offered by the professional educational unit through a contract with an outside vendor or in a consortium arrangement with other higher education institutions, area education agencies, or other entities.</p>	<p>While online specifically is not mentioned, the section on providing evidence of clinical practice (Standard 2) includes:                      f. Evidence that candidates integrate technology into their planning and teaching and use it to differentiate instruction</p>
<p><b>79.15(7)</b>  <i>k. Technology.</i> The candidate effectively integrates technology into instruction to support student learning.</p>	
<p><i>NOTE: According to the AACTE PEDS report of Teacher preparation programs, nearly 100% prepare students to use technology in classrooms. Seventy five percent of respondents use online learning in their preparation programs.</i></p>	

<b>Board Priority: Reducing Achievement Gaps</b>	
IAC 281 Ch. 79	CAEP Draft Standards
While not specifically titled as reducing achievement gaps, both sets of standards address how candidates should be prepared to work with specific students:	
<p><b>281—79.11(256) Diversity standard.</b> The environment and experiences provided practitioner candidates shall support candidate growth in knowledge, skills, and dispositions to help all students learn in accordance with the following provisions.</p> <p><b>79.11(2)</b> The institution and unit document their efforts in maintaining and increasing a diverse faculty and include teacher education candidates in plans, policies, and practices as required by the Higher Learning Commission.</p> <p><b>79.11(3)</b> Practitioner candidates experience clinical practices in settings that include diverse populations and students of different grade levels and of diverse learning needs.</p>	<p>Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE</p> <p>1.9 Candidates reflect on their personal biases and access resources that deepen their own understanding of cultural, ethnic, gender, sexual orientation, language, and learning differences to build stronger relationships and to adapt practice to meet the needs of each learner.</p>
<p><b>79.15(3)</b> Each teacher candidate completes specific, dedicated coursework in human relations and cultural competency and thus demonstrates acquisition of knowledge about and skill in interpersonal and intergroup relations that contribute to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society. The unit shall provide evidence that the human relations and cultural competency coursework is designed to develop the ability of participants to:</p> <p><i>a.</i> Be aware of and understand the values, life styles, history, and contributions of various identifiable subgroups in our society.</p> <p><i>b.</i> Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.</p> <p><i>c.</i> Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.</p> <p><i>d.</i> Recognize human diversity and the rights of each individual.</p> <p><i>e.</i> Relate effectively to other individuals and various subgroups other than one's own.</p>	<p>Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY:</p> <p>Recruitment of Diverse Teacher Candidates:</p> <p>3.2 The provider documents goals, efforts and results for the admitted pool of candidates that demonstrate the diversity of America's P-12 students (including students with disabilities, exceptionalities, and diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and geographic origin).</p> <p>3.3 The provider demonstrates efforts to know and address community, state, national, or regional or local needs for hard to staff schools and shortage fields, including STEM, English language learning, and students with disabilities.</p>
<p><b>79.15(4)</b> Each teacher candidate demonstrates, within specific coursework dedicated to understanding exceptional learners, in other coursework, and in clinical experiences, the necessary knowledge, skills,</p>	<p>Standard 4: PROGRAM IMPACT:</p> <p>Impact on P-12 student learning:</p>

<p>and dispositions toward meeting the learning needs of all students, including students from diverse ethnic, racial, and socioeconomic backgrounds, students with disabilities, students who are gifted and talented, English language learners, and students who may be at risk of not succeeding in school.</p>	<p>4.1 The provider documents, using value-added measures where available, other state-supported P-12 impact measures, and any other measures constructed by the provider, that program completers contribute to an expected level of P-12 student growth.</p> <p>4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills and dispositions that the preparation experiences were designed to achieve.</p>
<p><b>79.15(7).</b> Each candidate exhibits competency in all of the following professional core curricula:</p> <p><i>b. Student learning.</i> The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.</p> <p><i>c. Diverse learners.</i> The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.</p> <p><i>d. Instructional planning.</i> The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.</p> <p><i>h. Assessment.</i> The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.</p> <p><i>i. Foundations, reflective practice and professional development.</i> The candidate continually evaluates the effects of the candidate’s choices and actions on students, parents, and other professionals</p>	

**Board Priority: Improving Teacher and Leader Preparation**

This is the purpose of the standards and accreditation process for both the IAC 281 Ch. 79 and CAEP.



TO: Jim Cibulka  
President, National Council for Accreditation of Teacher Education

FROM: Sharon Robinson  
President and CEO, American Association of Colleges for Teacher Education

RE: Comments on CAEP Draft Standards

DATE: March 29, 2013

On behalf of the members of the American Association of Colleges for Teacher Education (AACTE), I want to commend the Council for the Accreditation of Educator Preparation (CAEP) Commission on Standards and Performance Reporting for issuing a praiseworthy draft set of high standards and expectations for the profession. Our members are keenly interested in ensuring that the overarching standards reflect what research and best practices identify as the most essential components of effective preparation. Further, they want to ensure that the standards respond to the public’s desire to better understand the impact of educator preparation. To this end, the standards must balance the push for greater accountability, particularly in relation to demonstrating impact, with the reality of current systemic challenges that limit what our members can actually deliver.

AACTE has a vested interest in the establishment of high-quality standards for educator preparation, and we are strongly supportive of reaching professional consensus on those standards. We contribute the comments that follow in the hope that they will drive further deliberation and refinement of the standards that will define our profession. We have organized our comments to reflect the general strengths and concerns we observe in the draft standards, and we welcome the opportunity to meet in person with you to discuss these further.

Before I describe our specific comments, I want to make two broader observations. First, the five general standards themselves are the right ones. They represent the heart of the work that preparation programs must take on—ensuring that candidates know their content and know how to teach it; that programs are grounded in the needs of their local education communities; that programs are intentional about whom they recruit and the various points of selection in the program; that programs can show that they make a difference; and that programs have the capacity (in terms of finances, human capital, and infrastructure) to operate effectively. Second, a sentence toward the end of the draft standards document gives me pause: “The anticipated revisions over time will enable CAEP to rely more on program outcomes and performance results, and less on inputs and processes to make its judgments.” I would urge CAEP to be mindful that accreditation is not about focusing on outcomes over inputs. It is about how, over time, the inputs and processes that CAEP measures are more directly tied to positive program outcomes. Our goal, through accreditation, is to support preparation programs in building ever more effective programs. Knowing outcomes alone will not help us fulfill this purpose.

### ***Standard 1: Content and Pedagogical Knowledge***

#### Strengths:

These are high standards that reflect the research base about best practice (addressing social, emotional, and cognitive intelligences of PK-12 students).

Candidates are expected to use research and evidence to evaluate and improve practice.

Assessments are expected to be used to drive instruction and support student growth.

Programs must show how candidates use new technologies to engage students in reasoning and collaborative problem solving.

“Equity” is emphasized rather than “diversity.”

#### Concerns/questions:

There is not enough emphasis on preparing candidates with global competencies.

We would like to see attention to preparing candidates to recognize the warning signs that students may be headed toward acts of violence or struggling with depression or mental illness.

Some concepts require further elaboration and examples of how they will be measured (rubrics).

These include the reference to developing “deep understanding” of content and principles of candidates’ disciplines and “particularly the effects of their choices and actions on others” in 1.5.

### ***Standard 2: Clinical Partnerships and Practice***

#### Strengths:

These standards emphasize co-constructed partnerships between programs and PK-12 schools to develop candidates, particularly in relation to jointly selecting, preparing, evaluating, supporting, and retaining clinical educators.

It is wise to address technology-based applications in clinical practice.

#### Concerns/questions:

As essential as partnerships are to preparation programs, the responsibility for a successful partnership cannot be laid solely at the feet of the preparation program. State education agencies, local education agencies, and unions must share in this work. Thus, this standard should allow for exceptions in cases where the preparation program, after exhausting all reasonable attempts, cannot develop a successful partnership with the PK-12 community it serves. How will CAEP address this possibility in its rubrics?

Partnerships for clinical preparation can take a range of forms, participants, and functions. This variety should be highlighted so that institutions that are unable to *formalize* partnerships are not penalized.

We recommend more emphasis on developing partnerships with arts and sciences faculty as part of the community.

Why is there a focus on diversifying clinical faculty but not the rest of the faculty (tenure track)?

### ***Standard 3: Candidate Quality, Recruitment, and Selectivity***

#### Strengths:

Attending to issues of workforce alignment (recruitment to meet employment needs) is critical.

Including a separate standard on nonacademic factors in the selection process ensures these factors receive due attention.

Programs are expected to monitor candidates’ progression utilizing multiple formative assessments.

We appreciate CAEP urging the profession to set national cut scores on the various certification exams. This goal moves the profession toward having a common expectation for performance on these exams and promotes public confidence in the quality of new teachers.

#### Concerns/questions:

Entry into the profession is more important than entry into a preparation program; no empirical evidence shows that tests such as the SAT and ACT are predictive of how well a teacher candidate will perform in a preparation program and/or impact student learning in a PK-12 classroom.

We have serious concerns about how these selectivity standards, particularly regarding the proposed program admissions requirements, will impact recruitment of candidates of color and other underrepresented groups.

Some of the indicators listed in relation to recruitment of diverse candidates present legal and ethical dilemmas in reporting data and should be removed (i.e., religion and sexual identification). We recommend deleting 3.2 and rewriting 3.1 to say “The provider presents plans, goals, **and results** for strategic and recruitment outreach to recruit high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission.”

We recommend adding a focus on assessing dispositions as a part of the pedagogical content knowledge and skills.

We suggest changing “Selectivity during preparation” to “Use of multiple assessments during preparation to monitor candidate learning.”

Standard 3.7 calls for documentation that a candidate has reached a high standard “and can teach effectively with positive impacts on PK-12 student learning.” How will this impact be measured? Will PK-12 standardized tests be used as evidence? This imprecision could be problematic.

In the rationale section, reference to the work of NCTQ as one of “many professional efforts to define standards for teaching” undermines building professional consensus. NCTQ is a think tank started by an organization that is publicly opposed to schools of education. Further, there are numerous concerns related to its tactics and documented issues on its disparate research practices and flawed methodology by dues-paying members of NCATE and TEAC. NCTQ should not be considered a valid or recognized voice among the professional education community and cited in something as important as the national standards for all education preparation programs. Conversely, we do believe CCSSO’s InTASC standards do represent the professional education community.

#### ***Standard 4: Program Impact***

##### Concerns/questions:

How, if at all, will the various components of this standard be weighted relative to one another?

Will CAEP work with state departments of education to share data?

The caveat “where available” should be highlighted; research on value-added data is inconclusive and as such should not be the first measure listed as documentation of graduates’ impact on PK-12 student learning.

edTPA is exclusively a preservice assessment of readiness to teach and should not be associated with in-service teachers.

Data about employer satisfaction may be challenging to access (promotion, retention); again, the onus for data gathering that requires data *sharing* between LEAs and institutions falls squarely on the institution as currently written in the draft standards. The vast majority of information that this standard requires, however, is collected not at the institution level but at the district and state levels.

Many students earn degrees/licenses in a different state from where they ultimately teach. There are significant challenges in tracking students who leave the state or pursue international travel. It is unfair to penalize the program (4.4) if it cannot track candidates into the field and/or out of state.

(This requirement could particularly hurt programs in more rural locations and in small institutions). AACTE’s recent PEDS report includes data on this topic.

***Standard 5: Provide Quality, Continuous Improvement, and Capacity***

Concerns/questions:

What is the relevance of student loan defaults to program effectiveness? These criteria may have a negative effect on recruitment of candidates emerging from poverty and/or underrepresented students. A former candidate's ability to pay back a loan has no correlation to his or her impact on PK-12 student learning.

What about students who defer repayment to pursue additional schooling or who are teaching in high-need regions?

Again, what about candidates who leave the state/country? It is challenging to track graduates who leave the state, and requiring institutions to do so unfairly affects small programs with limited resources.

**Comments on Annual Reporting and CAEP Monitoring**

*Measures of Program Impact*

It is likely not possible to collect data on retention rates across 5- and 10-year periods (#3). Even if possible, the research does not indicate that these are valid or reliable indicators of impact.

*Measures of Program Outcomes*

There should be some recognition that many factors influence placement rates; institutions should not be held solely responsible (#7).

See our concerns above about requiring programs to report on student loan default rates (#8).

**Comments on Levels of Accreditation**

We support an accreditation process that either grants accreditation, with strengths noted, or does not grant accreditation, with areas for growth noted. The gold standard is problematic. How will CAEP determine when an institution surpasses the threshold for accreditation? The gold standard will breed exclusivity and lend itself well to many efforts in the policy arena to tie student financial aid to only the highest performing preparation programs. These efforts directly undermine the purpose of financial aid to support students in attaining postsecondary degrees and preparing for their careers.

## Acronym/Terms Glossary

<u>Acronym/Term</u>	<u>Description</u>
AACTE	American Association for Colleges of Teacher Education; A national organization advocating for Teacher Preparation.
BoE	Iowa State Board of Education
BoEE	Iowa Board of Educational Examiners
CAEP	Council for the Accreditation of Educator Preparation; A national organization that is resulting from the merging of TEAC and NCATE
CCSSO	Council of Chief State School Officers
IAC	Iowa Administrative Code (Rules)
IACTE	Iowa Association for Colleges of Teacher Education; The Iowa chapter of AACTE
IDoE	Iowa Department of Education
IHE	Institution of Higher Education
NCATE	National Council for Accreditation of Teacher Education; A national organization that sets standards and reviews teacher preparation programs for accreditation
Site Visit Team	Five to 10 people who review the self study, documentation and conduct interviews during a three to five day site visit. Team members are: state panel members (only one visit per year), IHE faculty, DE staff, BOEE staff, Iowa Teacher of the Year.
SPA	Specialized Professional Association; Standards used by NCATE (and CAEP) to align teacher preparation work with standards from national content organizations.
State Panel	Nine IHE faculty serving three year terms to review each self study/preliminary and site visit report, provide oversight /continuance/ expertise for process and standards
TEAC	Teacher Education Accreditation Council; A national organization that sets standards and reviews teacher preparation programs for accreditation
USDoE	United States Department of Education

The Iowa Association of Colleges of Teacher Education (IACTE) was invited to develop a brief on what considerations or recommendations that group would have for the State Board to consider. The following resolution was submitted.



## **Iowa Association of Colleges for Teacher Education Resolution on Iowa Teacher Preparation Program Accreditation**

The Iowa Association of Colleges for Teacher Education (IACTE) Executive Board and membership approved the following resolution at the IACTE Spring Conference in Ames, Iowa, on April 5:

**Be it respectfully resolved that the Iowa State Board of Education should:**

- 1). Delay any action on revisions to rules for state accreditation of Iowa teacher preparation programs pending further study and involvement of stakeholders including IACTE representatives.**
- 2). Commission careful study of accreditation options with the active participation of IACTE, as has been customary.**
- 3). In full collaboration with IACTE, establish a task force to examine national processes, data, and best practice to be used for development of recommendations for the teacher education program accreditation process for Iowa. The task force shall include agreed upon representatives of IACTE, DE, SAI, ISEA, LEA, current educators from Iowa preparation programs and legislators. This task force shall develop recommendations to be available November 15, 2013.**

Background:

On March 28, 2013, the Iowa State Board of Education was presented with three options for consideration in regard to changes in the accreditation process for Iowa teacher preparation programs. These changes were proposed by the Iowa Department of Education with the expectation that the State Board will determine which option to pursue prior to or at its May meeting. IACTE leadership shared these options and the timeline for decision making with teacher education programs the next day. The state statute currently governing standards and requirements for approved teacher preparation programs in Iowa is Chapter 79.

In the past, revisions to Chapter 79 have been carefully and thoughtfully completed with active participation and input of IACTE members. IACTE membership institutions have a great deal of expertise and experience in accreditation in teacher preparation and takes pride in what we have contributed to our current state accreditation process in Iowa. The national accreditation process is currently being revised and the IACTE membership is very interested in reviewing the changes to the national accreditation process. We take pride in the programs in Iowa that have sought and received national accreditation. We are also sensitive to the unique missions and desirable differences among our preparing institutions that need to be considered as accreditation requirements are modified.

IACTE member institutions have an unwavering commitment to the continuous improvement of their respective teacher preparation program. IACTE membership believes accountability should be based on research that is valid and reliable, incorporates multiple measures, applies appropriate use of data, and is not attached to high-stakes consequences. We expect to be a meaningful part of continued improvement in this important endeavor.